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ABSTRACT

This document examines forward planning and the need for political decision-makers to have tools to enable them to prepare for the future. It is based on a survey that revealed that forward planning and other similar approaches are making an increasingly significant contribution to the consideration of educational issues. White Papers, Green Papers, policy documents, and interactive ministerial sites, all with an obvious forward-planning dimension, have given rise to widespread public debate, prompting extensive participation by players and interest groups in the field of education. While the areas of competence that are frequently associated with forward planning (planning, evaluation, statistical projections) are set within a relatively closed and circumscribed milieu--a phenomenon easily explained by the nature and technical complexity of these approaches--discussions of long-range planning issues are often extended to a wider group and are sometimes the focus of public debate. One of the major advantages of forward planning is to serve simultaneously as a vehicle for consultation, public debate, and even mobilization around such objectives. Freed from the pressure of immediate implementation, discussion focused on forward planning encourages dialogue that is more dispassionate when considering questions of central importance to society. Three annexes contain summary table of national data, studies and analyses published in the member states, and questionnaire for background paper. (RJM)

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• EURYDICE SURVEY •

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EURYDICE

Forward Planning in Education in the Member States of the European Union

RESULTS OF THE EURYDICE SURVEY

Working Document prepared by the EURYDICE European Unit
for the Council of Ministers of Education meeting on 7 June 1999 in Luxembourg

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PREFACE

Education is at the heart of the way societies consciously take stock of their development and destiny. As the third millennium approaches, there is very extensive debate in Europe on the reforms needed in education systems for them to adapt, in particular, to novel methods of communicating knowledge and the new forms of knowledge required. Political leaders are increasingly aware that adapting education to the challenges of the next century calls for better understanding and anticipation of future needs. In this respect, forward planning has relatively recently become one of the main techniques capable of helping politicians to direct their present action with due regard for a variety of possible futures.

Mindful of the interest of such a subject, the German Presidency of the European Union sought to obtain an overall picture of the practices and topics related to forward planning in education, with which Member States were familiar. In close consultation with the European Commission, it thus requested the EURYDICE network to provide information about the state of the art in this area, in order to fuel discussion on it at the meeting of the Council of Education Ministers on 7 June 1999.

The present document draws on contributions from the National Units in the EURYDICE network, which prepared the basic information necessary for the analysis, and then checked the final version in order to ensure that the information provided was fully reliable. The discussion it has engendered in the Education Committee, as well as the Council of Ministers, testifies to the interest of the subject and the need to pursue co-operation in this area at Community level.

An essential vehicle for information on education systems and aspects of their development in Europe, the EURYDICE network hopes that this study will pave the way for better mutual understanding between States on future planning activity related to education, and encourage exchanges of experience contributing to shared progress in this field.

Luce Pépin
Head of the
EURYDICE European Unit

PRELIMINARY OBSERVATIONS

"There is no following wind for one who does not know where he is going"

Seneca

Whatever we may think of this maxim of Seneca, anticipation is not widely practised. When everything is going well, failure to look ahead is all too easy. Yet once a crisis arises, the opportunity for considered thought has been missed, as urgent action is called for.

The possible interest of political decision-makers in forward planning with regard to education, may reasonably be attributed to two key factors, namely the inherent inertia of organisational structures and behaviour patterns, and the efficiency required in action and reacting to events.

Environmentally-induced changes are occurring much faster than those determined by structures and patterns of behaviour. The resultant time lag means that structures are almost permanently out of step with their environment. Adaptation in itself is not enough – anticipation is also required. This is particularly true in the field of education, in which reforms nearly always require several years for their impact to be widely appreciated and properly evaluated.

Furthermore, when a government is driven by crisis or urgency, the questions at issue can be handled much better if they have been previously subjected to close consideration, debate or consultation, so that ideas come to fruition and ensure that implementation is as effective as possible.

Preparing the future: historical background

While concern for the future has always been a feature of the human psyche, the introduction of formal methods for attaining given objectives is linked to the recent proliferation of many relatively novel disciplines[1], whose rate of development varies from one country to the next.

In general, the first attempts at planning emerged during the period between the two World Wars, alongside procedures for statistical and financial control. True planning, which goes further than the framework imposed by annual budgets, developed after the Second World War, to become fully consolidated in the 1960s. The principles adopted at that time focused on the ability to extrapolate observed trends into the medium- and long-term future. The techniques used were primarily numerical, based on the analysis of time series. Their apparent mathematical accuracy proved irresistible and, in the relatively stable and optimistic context of the 1960s, produced effective results.

1 For further information on this subject, the reader should consult the following: MERCER D., *Marketing Strategy: The Challenge of the External Environment*, The Open University and Sage Publications, 1998 – GODET M., *Manuel de prospective stratégique*, Dunod Éditeur, 1997 – DRUCKER P.F., *Long Range Planning*, 1987 – MAKRIDAKIS S. and WHEELWRIGHT S., *The Handbook of Forecasting*, 2nd edition, John Wiley Ed., New York, 1987.

The 1970s put an end to this stability (oil crisis, monetary instability, etc.). As a result, it became necessary to anticipate developments and find new resources and tools with which to forecast the future. As increasing effort was invested in identifying a variety of possible future scenarios in readiness for almost any outcome, the contours of forward planning gradually took shape. Meanwhile, the rate of change was speeding up. The lead time and inertia between the taking of a decision and its implementation meant that the latter was increasingly outpaced by change. The vulnerability of simple planning was exposed in a period of renewed liberalism and greater scepticism as to the reliability of forecasting. The rigidity entailed in defining objectives was often at odds with the flexibility needed to adapt when implementation was already under way. Aims might thus be obsolete before they were achieved.

In the 1980s, strategic planning became increasingly popular. As an alternative to traditional planning and the monitoring of events as they occurred, it was intended to combine flexibility with the capacity for adaptation required in an unstable environment. Thenceforth, simple planning was limited essentially to the short term.

Increasing awareness, in the last decade, of the limits of forecasting has been accompanied by the growing realisation, also, that rational methodologies are essential to plan for the future. Forecasting is by definition an uncertain science and needs to be considered as such. But uncertainty is no excuse for backing away from committed, forward-looking decisions and action. The greater speed and extent of change have outdated simple responsiveness to events as they occur, and demand proactive deliberation to head off potentially unexpected developments and alternative possible scenarios. To establish appropriate objectives and use rational methodologies to achieve them, political decision-makers need sophisticated tools adapted to the complexity of the situations and issues at stake.

Forward planning: a tool for political decision-makers

Forward planning is one of the main tools that can help political decision-makers to direct today's action in the light of possible future scenarios. The key issue here is to distinguish, from a whole mass of data, those facts that will indeed shape the future. For this purpose, forward planning and its attendant scenarios join forces with other approaches (such as planning, strategic planning and quantitative projections), depending on the stage of deliberation reached, in order to serve common objectives.

One of the major advantages of forward planning is to serve simultaneously as a vehicle for consultation, public debate, and even mobilisation around such objectives. Freed from the pressure of immediate implementation, discussion focused on forward planning encourages dialogue that is more dispassionate – but no less crucial – to questions of central importance to society. Such debate provides a forum for all to emphasise clearly their points of view, individually or collectively, and move forward together in the process.

Forward planning involves asking at least three questions. Where do we want to go? Where can we go with the means at our disposal? And what will be the consequences? The process of deliberation and consultation required to find answers to these questions is just as crucial as the result itself.

At an important stage in the building of the Union, and a general context of interdependence and globalisation, future-oriented European-level deliberation and exchange on the subject of education is highly propitious. While national situations and systems continue to differ, there are growing similarities between major problems surrounding the future on which forward planning can throw valuable light. This at least is the central finding of the EURYDICE survey, and it militates for European co-operation in the field.

RESULTS OF THE SURVEY

1. Context and methodology of the survey

Under the German Presidency, the EURYDICE European Unit has undertaken to prepare a working document providing an initial overview of the practices and topics developed by Member States in their forward planning on education.

For this purpose, the Unit, in close co-operation with the Presidency and the Commission, devised a questionnaire (see Annex 3). This was sent out at the start of February 1999 to the National Units of the EURYDICE network within the ministries responsible for educational matters or, in certain cases, to organisations working under them. The National Units each then prepared their individual national contributions based on information gathered from the departments and services of the ministries concerned. At the beginning of March, this information was forwarded to the European Unit, which has drawn up the present document. A first, provisional version of this text was presented to the members of the Education Committee who discussed it at their meetings on 12-13 April in Munich, and 6 May in Brussels, as well as to the National Units themselves for their formal approval. Commission activities in the area of forward planning and, more particularly, in the field of education, were also examined and are the subject of a brief overview which follows the results of the survey.

In view of the deadlines set for the gathering and processing of the data, the present overview can only be regarded as a preliminary one. The complex nature of the subject, its political dimension and budgetary implications all call for a more thorough approach. The wealth and diversity of national approaches in this area, to which the survey only barely makes reference, certainly merit a more detailed analysis, with closer examination, for example, of the themes addressed.

Given the remit of EURYDICE as an information network on education in Europe, education is essentially the field covered by the survey. Nonetheless, in certain cases, depending on the specific nature of a national system or the position of a National Unit within the ministry, outline information on initial vocational training has also been gathered and, for the benefit of the reader, included in the present document. While perhaps slightly compromising the uniform pattern of the data, such information does reflect the peculiar common tendency of forward planning to be straitjacketed by the compartmentalisation generally separating most sectors.

2. Terminology

"Planning", "strategic planning", "strategy" and similar terms are frequently employed in association with forward planning in the present study. Each of these approaches has its own reference system of definitions, problems and methods that are still far from distinctive, given that the terms and procedures themselves have yet to be fully consolidated. The appearance of such concepts and the establishment of their attendant procedures, particularly in the field of education, started around 20 years ago or less.

This quite recent development explains why the terminology and the practice are not always clear-cut. The same notions are also prey to conceptual, terminological and editorial fashion or style, not to mention outright disagreement between different schools of thought and problems of cultural or linguistic equivalence, which add to the confusion.

While, as already mentioned, there is some similarity between these various approaches, they also have their differences, and it is important to be aware of them.

In the present survey, we will refer essentially to the following definitions[2]:

Planning: a rational process of decision-making and control, focused on the allocation of resources with respect to fixed objectives ("top-down" emphasis)

Strategic planning: a process of managing organisational change focused on the development of an organisation and of its human resources, structures and systems. The same approach is also developed to facilitate and take account of initiative (a combined "top-down" and "bottom-up" emphasis).

Forward planning: the process of exploring the future in all its possible dimensions, with the help of probable scenarios, by including analysis of the socio-economic impact of firm decisions and objectives, and defining key elements likely to give rise to sudden deviations or changes in trends. Unlike planning, this approach is directed much more towards strategic questions than towards operational problems.

The roles of planning, strategic planning and forward planning are, as we can see, interconnected. The more precise the forward planning – in the upstream part of the process – the more effective the planning, and the more the strategic planning will be able to concentrate on exploiting opportunities and avoiding dangers created by the environment.

Besides this distinction between concepts, it is also important to be clear about both the time of anticipation or, in other words, the forward planning of possible and desirable change, and the time for preparing for action in the working out and assessment of possible strategic options, so as to be ready for changes that are expected and stimulate those that are desirable.

The questions of evaluation and monitoring are also evident in the replies to the survey. Provided it does not give rise to conceptual or practical confusion, this is necessary in so far as it is important to understand clearly where one is and has come from – information that evaluation and monitoring supply – when deciding where one wishes and is able to go – insights offered by forward planning.

2 These definitions have been developed from the following sources: *The Blackwell Encyclopedic Dictionary of Strategic Management*, Blackwell ed., Cambridge Massachussets, 1997 – LESOURNE J., *La prospective stratégique d'entreprise*, Dunod, 1996 – HATEM F., *Introduction à la prospective*, Economica, 1996 – CHANNON D. F., *Strategic Management Workbook*, Imperial College, 1994 – DRUCKER P., *Landmarks of Tomorrow*, 1959 – MERCER D., *Marketing Strategy: The Challenge of the External Environment*, The Open University and Sage Publications, 1998.

As regards the tools used to prepare the action that fuels the process of forward planning, pilot projects, specific action programmes and research projects are all used to make a significant contribution to the future shape of education. Such initiatives are to be found in many countries, including Belgium, Germany (advanced development of vocational training, preparing young school dropouts for self-employment, improving the situation of less skilled or less qualified young people), Spain, Portugal, Finland and Sweden (pilot scheme for advanced vocational training, Adult Education Initiative, Basic Democratic Values).

The survey shows that approaches involving fully fledged forward planning already exist (DELPHI studies[3], etc.). Perusal of the summary table setting out national data using a common structure will enable readers familiar with the subject to identify several examples. While all systems of education prepare for the future, not all of them make exclusive use of forward planning in order to do so. Other practices are justly associated with forward planning, the main ones being evaluation and planning, supported by the statistical and financial indicators and projections on which they rely. Together focused on the same objective, these approaches facilitate a clearer perception of the context with which educational systems will have to contend in the future.

3. Players

The kinds of player involved vary in accordance with the distribution of responsibilities between the different levels of power, and thus with respect to the kinds of government concerned. The relative centralisation/decentralisation of the system, the degree of participation of the social partners and other socio-economic players or society in general, and the roles of private and public education, all lead to differences in the contribution and participation of players in forward planning.

a) The case of decentralised education systems

The data gathered from decentralised education systems point to the impact of decentralisation on the type of approach adopted when preparing for the future. A distribution of areas of responsibility between the different levels applies here also.

In Germany, short and long-term forward planning is the task of each of the *Länder*, and indeed lies at the heart of their responsibilities. Evaluation (of the objectives and content of learning, for example), quantitative projections (teacher supply, the development of the number of higher education institutions, etc.), and more qualitative analyses on the improvement of the quality of teaching and the internationalisation of study programmes, for example, are also conducted by the *Länder* or dealt with individually by the *Standing Conference of the Ministers of Education and Cultural Affairs of the Länder (KMK)*. Centres of interest that are

3 The DELPHI method is the best known expert method. Successive rounds of questionnaires are used in order to reveal convergences of expert opinion and identify possible consensus.

specific to each geographical area concerned are added to these fields.

Decisions concerning questions of, above all, longer-term forward planning are also taken at the federal (*Bund*) level, on matters which lie within its field of responsibility (general principles of the system of higher education, and involvement in the planning of education and the development of professional training).

The *Länder* and the *Bund* co-operate formally within the *Bund-Länder Kommission für Bildungsplanung und Forschungsförderung* (Federal-*Länder* Commission for Educational Planning and the Promotion of Research) on subjects of national importance (for example, the relationship between the education system and employment).

Spain, where the decentralisation process is about to be finalised, also closely involves the Autonomous Communities in planning and consideration of forward planning.

In Sweden and Finland[4], the detailed planning and forward planning work carried out by the central authorities gives an overall framework, which is developed further in terms of local needs and expectations, in line with the priorities of local development. In this case, the overall vision is expressed through diversified local solutions.

Indeed, Sweden explicitly mentions the difficulty of producing, in a centralised manner, long-term reliable forecasts for education. This analysis influences the way the future is planned inasmuch as it leads to deliberate preference for a system of monitoring with regular evaluation of the results obtained in terms of fixed objectives.

While Denmark confirms the need for projections over 10 to 15 years into the future in many fields, it also emphasises the difficulty of obtaining reliable long-term forecasts. Long-term forecasting of skills needs is an area of special concern, in view of rapid changes in international markets.

b) Ministries

The study shows that both long-range planning in the strict definition of the term, and the other approaches that are often associated with it (planning, projections, evaluation, etc.), are handled directly by ministries of education.

The precision of the information obtained from the survey is such that it is not always possible to establish with certainty whether the ministries themselves undertake the analysis and process of deliberation, or whether they initiate – and later centralise and follow-up – the results of deliberation that occurs within authorities or bodies external to them.

One point is certain, namely that no country has established within its ministry of education a service or a division concerned exclusively with forward planning. However, all the approaches associated with forward planning (general planning, evaluation, statistical projections, etc.,

4 This is not decentralisation linked to a federal structure in which responsibilities are given to regions with their own government, but decentralisation granting increased autonomy to the local level.

including forward planning itself) are in several cases entrusted to a specific, specialist department. The most representative example of this trend is certainly the *Direction de la Programmation et du Développement (DPD)* in France. The same holds good for Portugal, with the *Departamento de Avaliação, Prospectiva e Planeamento (DAPP)*. Spain offers a variation on this model by spreading these responsibilities over three different departments of the ministry (for school education): the *Oficina de Planificación y Estadistica, the Centro de Investigación y Documentación Educativa (CIDE)* and the *Instituto Nacional de Calidad y Evaluación (INCE)*. In the United Kingdom (England and Wales) and in Ireland, this process takes place in the ministerial team and at the highest level, in the *Department for Education and Employment* (DfEE, in the UK) and the *Department of Education and Science* (Ireland).

Rather than concentrating these approaches within a specialised division, consideration of the future of systems in other countries is conducted by all the divisions in charge of the different levels or sectors of the system concerned (school education, higher education, adult education, international education, lifelong learning, etc.). This is the case in Finland, Sweden and the United Kingdom/ Scotland, to name but some.

The financial and statistical divisions of the ministries, and even the legal division in the case of Italy, are also involved in the process of planning the future of education, as are those in charge of research into the education system (Greece, Luxembourg and the Netherlands).

c) Other players

Apart from the ministries, other players take part, either continuously or occasionally, in this consideration of the future of education. Most of them participate in the forward planning process while engaging in other activities, often in the fields associated with forward planning that have already been mentioned.

Standing councils, temporary or permanent commissions, *ad hoc* committees, inter-ministerial initiatives, consultative bodies, central agencies, research centres, statistical institutes, universities, foundations, research departments of the social partners, experts, consultants and others, are often involved to a varying extent, depending on the practices peculiar to each system. In certain cases, these agencies contribute directly to development of the process of deliberation and implementation of the recommendations. In others, they are involved via a process of consultation, which may or may not yield results in individual cases.

A wealth of information has been gathered by the EURYDICE National Units, but it is impossible to incorporate the detail and diversity of this information in a short summary.

Furthermore, the use of information and communications technologies (mainly the Internet) opens up new avenues for consultation and public debate on these questions. Several ministries (for example those in Italy, the Netherlands, Finland, and the United Kingdom) have made available on the Internet the main reference texts that are, or will be, guiding their educational policy. The availability of the documents in this format facilitates

public debate. Some of these sites even organise the debate itself (for example, the *DfEE* site in the United Kingdom, with its strategic document *Learning and Working Together for the Future*), by giving citizens the opportunity to comment on the document, simply via the Internet.

4. Themes, objectives and horizons

In the geographical area covered, the range of themes dealt with was obviously as broad as it was varied.

Nevertheless, a certain number of themes occurred frequently:

- **lifelong learning**, and one of its aspects, **adult education** (Denmark, Greece, France, Ireland, the Netherlands, Finland, Sweden and the United Kingdom);
- **the need for future-oriented skills** (Germany, Ireland, the Netherlands, Austria, Portugal, Finland, Sweden and the United Kingdom/Scotland);
- **the development of knowledge and intellectual skills, and their impact on the content of education**, whether basic or otherwise (Denmark, Germany, Italy, the Netherlands, Portugal and the United Kingdom);
- **access to education and training for all** (Greece, Finland, Sweden and the United Kingdom).

Alongside these thematic reflections, other analyses project systems of education into the 21st century, in accordance with the different educational levels (reports on school education, higher education, vocational education, etc., in France). These analyses frequently include all or some of the above-mentioned themes.

This common foundation no doubt represents a basis for the exchange of information and experience between the Member States with regard to practice, focal points, trends and the results of their forward planning processes.

More specific themes, which are equally strategic in view of the environment and the concerns of the states developing them, cover future technologies (Germany, the Netherlands, Austria and Portugal), especially as regards their impact and their application to education, identity and intercultural dialogue (Portugal), the teaching profession (Finland, Sweden and the United Kingdom), and basic democratic values (Sweden). These are only a few examples chosen from a much wider selection. The reader may refer to the comparative summary table annexed for a more complete and detailed account.

These reflections, analyses and not infrequent public debates usually concern the long term (10 to 20 years and sometimes more). The input often takes the form of quantitative analyses, or analyses based on short- or medium-term evaluations. The latter either provide a starting point for forward planning by selecting the most likely scenarios (combinatory analysis) or are used for readjusting programmes in midstream.

As we emphasised at the outset, forward planning is often associated with the quantification and the extrapolation of trends. As a result, statistical projections account for a large share of the corpus of information gathered.

Following demographic projections, the numbers of pupils and students are, in nearly all the countries, the subject of detailed projections (numbers of entrants or graduates leaving, the length of studies, the number of students dropping out, etc.) over periods that vary from one country to another, although all generally concern the medium or long term. Future demand for teachers (according to the levels and sectors of teaching, etc.) are very frequently anticipated, usually for the long term. Projections concerning infrastructure requirements and budget forecasts also exist.

5. European Community forward planning in education

It is not possible to provide more than a rapid overview of Community activities in the area of forward planning in education. Directorate-General XXII, for Education, Training and Youth obviously occupies a central place here, along with Directorate-General XII for Science, Research and Development.

In 1995, the Commission published the White Paper, *Teaching and Learning – towards the learning society*, which attaches importance to forward-looking topics, such as the role of education and training in the fight against exclusion, and skills accreditation. In 1997, the Commission also presented a future-oriented communication entitled *Towards a Europe of Knowledge*.

DG XXII set up a study group on education and training whose report, *Accomplishing Europe through education and training*, was published in 1997. Many of the projects supported by the Socrates Programme contain a dimension and present conclusions which relate to the future and practices of school or higher education, language learning, adult education and open and distance learning, as well as those discussed in specific studies initiated by DG XXII. Ventures such as the *European Year of Lifelong Learning* (1996) have also led to a rich proliferation of European, national, regional and local initiatives on a topic which, as the EURYDICE survey confirms, is close to the priority concerns of national and regional political decision-makers in educational forward planning.

While not including any specifically education-centred dimension, the Forecasting and Assessment in Sciences and Technology Programme (FAST) which DG XII ran between 1979 and 1993, nonetheless gave rise to studies on distance education and teleworking, the new technologies in education, future qualifications requirements, the future of teachers faced with technological change, and regional networks with a transnational dimension in the fields of science, technology, education and training.

The Targeted Socio-Economic Research Programme (TSER) administered by DG XII as part of the EC Fourth Framework Programme for Research and Technological Development, from 1994-98, explicitly included an "education/training" dimension. Over 30 projects

focusing on aspects of education and training were supported. These themes related, for example, to the move from education to work, to computer-assisted teaching, the evaluation (and self-evaluation) of universities, teacher training, innovation in education and its evaluation. While the TSER is not a forward planning programme, the conclusions of the various project reports all make reference (as required by the programme) to recommendations for the future directed in particular at decision-makers in the world of education.

For the sake of completion, we should also mention the European Commission Forward Studies Unit, set up in 1989 under the authority of the President of the Commission. The work of this Unit (*Scenarios Europe* 2010 etc.) does not, however, include research focused specifically on education.

CONCLUDING OBSERVATIONS

Given increasingly rapid shifts and changes in the environment, globalisation and growing international interdependence, political decision-makers need tools which enable them to prepare for the future and manage uncertainty in the best possible way. This need is particularly marked in education. Increasingly acknowledged as a defining element in the future development of our societies, education also needs time in order to harvest the benefits of the reforms it has set in motion.

Forward planning represents a tool capable of assisting political decision-makers in building the future. Its aim is not to eradicate uncertainty. But it can help reduce it, by offering the best possible evaluation of the margin of error and risk, taking account of mistakes made in the past and achieving control of forecasting methods and related statistical tools.

The EURYDICE survey reveals that forward planning, and similar approaches associated with it, are making an increasingly significant contribution to consideration of educational issues. White Papers, Green Papers, policy documents, interactive ministerial sites, etc., all with an obvious forward planning dimension, are appearing with quite frequent regularity. They have given rise to widespread public debate, prompting very extensive participation by players and interest groups in the field of education. While the areas of competence that are frequently associated with forward planning (planning, evaluation, statistical projections, etc.) construct their analyses within a relatively closed and circumscribed milieu – a phenomenon easily explained by the nature and technical complexity of these approaches – discussion of long-range planning issues is often extended to a wider group and is sometimes the focus of public debate.

ANNEX 1:

Summary table of national data

The information which follows is based directly on contributions from the National Units in the EURYDICE network. For ease of comparison, the data have been summarised and presented in as consistent a manner as possible.

The formal titles of departments, bodies and official texts, etc. are given in their original language wherever possible, with an unofficial translation in brackets to assist the reader. However, the time within which the survey had to be undertaken has not made it possible to achieve this in all cases.

	General characteristics of forward planning and the areas of responsibility often associated with it	*Specific topics dealt with in forward planning and the areas of responsibility often associated with it*	*Horizons*
BELGIUM	French Community Forward planning associated with budget projections, statistics, monitoring, evaluation, research (into teaching activity), and participation in surveys and international comparative studies. Pilot projects.	Forward planning of teaching activity at the level of higher education. Statistics: schools; pupils and students; qualifications; teaching staff; budgetary and financial data; regional data (pupils); language learning; adult education; teacher training; development of the school population; training for employment.	(1999)
	Flemish Community *"Strategisch Plan Vlaanderen"* ("Strategic Plan for Flanders": horizon 2002 – education is one of its dimensions). Forward planning associated with participation in surveys and international comparative studies. Research projects on *ad hoc* subjects.	Statistical projections on the numbers of pupils and students for each level of education (more detailed data: sex, age, etc., for certain levels).	2002–2003–2015
	German-speaking Community *NB*: Forward planning is proportionate to the size of the Community (80 000 inhabitants). Forward planning associated with planning.	Labour market observatory In-service training and teacher training. Statistical projections on pupils and students.	2005

Departments involved in consideration of forward planning within the Ministry	*Other players*
NB: no structure in charge of forward planning, but the following structures will be involved in the near future: • *Service général des Affaires générales, de la Recherche en Education et du pilotage interréseaux* (General Department of General Affairs, Educational Research and Inter-network Monitoring) (including the *Cellule de Prospective Pédagogique de l'enseignement supérieur* [Forward Planning Unit for Teaching in Higher Education]). • *Service général des Affaires pédagogiques, de la Recherche en Pédagogie et du Pilotage de l'enseignement* (General Department of Educational Affairs, Research into Teaching and Monitoring of Teaching). • *Conseil de l'Éducation et de la Formation* (Council for Education and Training). • *Inspection des Finances* (Inspectorate of Finance). • *Direction générale du budget* (General Directorate of the Budget) (including *Commission de prospective budgétaire* [Forward Planning Committee on the Budget]).	• Representation of the organising authorities, of the federations of parents' associations, the teacher trade unions, the economic and social sectors, organisations representing workers, employers and agriculture, the universities and the federations of student associations within the *Conseil de l'Education et de la Formation* (Council for Education and Training: see previous column). • *Commission communautaire des Professions et des Qualifications* (Community Commission on Professions and Qualifications).
• *Afdeling Beleidscoördinatie* (Department of Policy Co-ordination). • *Afdeling Strategische Planning en Beleidsevolutie* (Department of Strategic Planning and Policy Development). • *Afdeling Begroting en Gegevensbeheer* (Department of the Budget and Data Management)	• *Vlaamse Onderwijsraad* (Flemish Education Council). • *Vlaamse Interuniversitaire Raad* (Flemish Inter-University Council). • *Vlaamse Hoogeschool Raad* (Flemish Higher Education Council). • *Autonome Raad voor het Gemeenschapsonderwijs – ARGO* (Autonomous Council for Community Education). • *Vlaams Secretariaat van het Katholiek Onderwijs – VKSO* (Flemish Secretariat for Catholic Education). • *Onderwijssecretariaat van de Vlaamse Steden en Gemeenten – OVSG* (Education Secretariat of the Flemish Towns and Communes). • *Cel voor het Vlaams Provinciaal Onderwijs – CVPO* (Unit for Flemish Provincial Education). • Study department of the *Vlaams Economisch Verbond* (Flemish Economic Union). • Trade union research departments.
• Teaching Inspectorate.	• *Ad hoc* committees and commissions according to needs.

	General characteristics of forward planning and the areas of responsibility often associated with it	*Specific topics dealt with in forward planning and the areas of responsibility often associated with it*	*Horizons*
DENMARK	Government project *"Denmark As a Pioneering Country"* (under the auspices of the Ministry of Finance): annual report and recommendations for the future (including international positioning) as regards the different fields of government action, including education (which produced, in particular, a report on the quality of the education system; another on the future of the adult education and training system is in hand). Forward planning associated with evaluation, quality evaluation and budgetary and statistical forecasts.	4 priorities • "liberal" (*i.e.* non qualifying) adult education • underprivileged groups • higher education • adult education. *Ad hoc* projects (actions in hand) so as to remedy: • the lack of graduate engineers, natural sciences graduates, carpenters, joiners and masons (for the private sector); • the lack of teachers, educators, nurses, medical doctors, etc. (for the public sector). Statistical projections: populations of pupils/students, pupils/students entering and leaving at each level, distribution of manpower by educational level, macro-economic projections linked to the educational level, costs, etc.	Budget: 2000-2005. Numbers: annual projections to 2025. Need for qualifications: in 5, 10 and 15 years' time. Analyses, projections (general): 2000, 2005, 2010, 2020, 2021 and 2025.

Departments involved in consideration of forward planning within the Ministry

- *Evalueringscenteret – Centre for Quality Assurance and Evaluation of Higher Education* (should soon lead to the setting up of the *Danish Evaluation Institute* which will include the above-mentioned Centre, at present a pilot project).

Other players

- Various councils, committees and commissions (often on a standing basis) within which the institutions, establishments and social partners are represented (short-term, but sometimes long-term, planning).
- *Huset Mandag Morgens Kompetenceråd*, an independent committee created at the private initiative of a publisher, bringing together representatives of interest groups, public authorities, cultural and educational organisations and private undertakings.
- *Det Pædagogiske Universitet* (Pedagogical University – now being set up) to concentrate and co-ordinate research on education in Denmark.
- *Learning Lab* (ongoing inter-ministerial initiative): debates, analyses, scenarios for the future.
- *Danmarks Statistik*.

	General characteristics of forward planning and the areas of responsibility often associated with it	*Specific topics dealt with in forward planning and the areas of responsibility often associated with it*	*Horizons*
GERMANY	In view of the distribution of responsibilities under the federal system: • planning at the level of the 16 *Länder* (in all fields of the education system), • co-operation between the *Länder* on subjects of importance to all *Länder* (within the *Ständige Konferenz der Kultusminister der Länder – KMK*) • planning at the level of the federal government (in the specific fields of responsibility of the *Bund* which also include some longer-term forward planning), • co-operation between the *Bund* and the *Länder* on important subjects with a supra-regional impact (within the *Bund-Länder Kommission für Bildungsplanung und Forschungsförderung – BLK*). Forward planning associated with planning, evaluation, statistics and research.	<u>At the level of the *Länder*:</u> (apart from the specific subjects proper to each *Land*) School education: • evaluation of the objectives and content of learning (interdisciplinary skills, autonomous learning, linguistic diversity) • balance of educational provision throughout the geographical area concerned, and school autonomy • statistical projections concerning pupils, school-leavers and demand for teaching staff. Higher education: • quality of teaching • internationalisation of teaching programmes • statistical projections concerning the development of the number of institutions and planning for the structural development of higher education (*Hochschulgesamtpläne/ Hochschulentwicklungspläne*). <u>At the federal level</u> Several studies (Delphi method) on the effects of the knowledge society as regards educational structures and processes, on technological forecasts, and on the synergy between education and research (currently in hand). <u>At the level of the *BLK*</u> Vocational training, training in initiative for school-leavers, support for poorly-qualified young people and promotion of opportunities for women. Distance learning, new media and education, multimedia in higher education. *Forum Bildung* (see "Other players").	Qualitative analyses: 2020. Statistical projections: 10 and 15 years.

Departments involved in consideration of forward planning within the Ministry

At the level of the *Länder*

Different departments/sectors in charge of planning and statistics for school and higher education organised in terms of the requirements of each *Land*.

Joint Institution of the *Länder* and the Federation for Co-operation between the *Länder* and the Federation

- Standing Conference of the Ministers of Education and Cultural Affairs (*KMK*) (statistical projections concerning the long-term development of the number of pupils, school-leavers, new entrants and students in higher education).

At the federal level

- Different departments/sectors within the Ministry.
- *Bundesinstitut für Berufsbildung* (Federal Institute for Vocational Training).

Bund/Länder Co-operation

- *Bund-Länder Kommission für Bildungsplanung und Forschungsförderung – BLK* (standing discussion forum, for example on the link between education and employment).

Other players

At the level of the *Länder*

The following are cited as examples:

- *The Länder Institutes for School Research.*
- *State Institute for Higher Education Research and Planning* (*Land* of Bavaria).
- *Hochschul-Informations-System* GmbH, and the *Institute for Development Planning and Structural Matters* of Hanover University (*Land* of Lower Saxony).

Numerous advisory committees, consultative councils/bodies and conferences within each *Land* are also involved in forward planning in the field of school education, vocational training and higher education.

At the federal level

- *Federal Parliamentary Committee for Education, Research and Assessment of Technological Consequences.*
- *Working Group for Initial and Further Training within the Alliance for Work.*
- *Bertelsmann Foundation* (*Education Initiative Group*).

Regular dialogue between the federal minister and the trade union and professional organisations.

Bund/Länder

Forum Bildung, a temporary forum comprising representatives of industry, commerce, the sciences, civil society, the federal administration, and six ministers of the *Länder*; organisation of national public debate on the following topics: changes in society and the world of work; equal opportunity objectives; diversity of talents and specific needs; European unification and international links; ecological needs; impact of new communications and information technologies; and trans-sectoral and interdisciplinary recommendations.

Wissenschaftsrat (Scientific Council)

Recommendations on the content and structural development of higher education, science and research.

	General characteristics of forward planning and the areas of responsibility often associated with it	*Specific topics dealt with in forward planning and the areas of responsibility often associated with it*	*Horizons*
GREECE	Forward planning associated with planning, evaluation and research.	Analyses appropriate to each level of education. Technology for teaching purposes (including evaluation of results). Teacher training. No forecasts available for the statistical data.	2005, 2010, 2020

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	General characteristics of forward planning and the areas of responsibility often associated with it	*Specific topics dealt with in forward planning and the areas of responsibility often associated with it*	*Horizons*
SPAIN	*NB*: recent Cabinet reshuffles. Major decentralisation process under way. Forward planning associated with evaluation, quality evaluation, research and statistical forecasts.	Qualitative analyses: for example, transition from secondary to higher education, school quality improvement, teaching of the "humanities" (languages, literature, philosophy, etc.) in secondary education, etc. Statistical projections: number of students per level, number of schools per level, demand for teaching staff, etc. and, on request, on special subjects.	2000 (linked to the end of the present Parliament). Annual budget for education. Forecasts for the short and medium term.

Departments involved in consideration of forward planning within the Ministry	*Other players*
• *Pedagogical Institute.* • *Educational Research Centre – K.E.E.* • *Institute for Adult Education and In-service Training – I.D.E.K.E.* • *Planning and Research Centre – K.E.P.E.* • *I.P.O.D.E.* (teaching for Greeks abroad and intercultural education).	• Committees of experts. • Teacher training departments and faculties of the universities.

Departments involved in consideration of forward planning within the Ministry	*Other players*
• *Oficina de Planificación y Estadistica* (Office of Planning and Statistics: forms part of the Department for the Management of Economic Planning and Budgetary Control). • *Centro de Investigación y Documentación Educativa – CIDE* (Centre for Research and Educational Documentation: Division of the General Secretariat for Education and Vocational Training). • *Instituto Nacional de Calidad y Evaluación – INCE* (National Institute for Quality and Evaluation). • *Vicesecretariat de Estudios del Consejo de Universidades* (Sub-Secretariat for Research of the Council of the Universities).	• Standing consultative bodies. • Temporary commissions on specific subjects (parliamentary commissions, *ad hoc* committees, etc.). • Professors and researchers.

	General characteristics of forward planning and the areas of responsibility often associated with it	*Specific topics dealt with in forward planning and the areas of responsibility often associated with it*	*Horizons*
FRANCE	Analyses, forecasts and statistical projections for the short, medium and long term. Forward planning associated with analysis of the results of the system (evaluation), and with participation in surveys and international comparative studies	Policy/strategy for the siting of training and research activities throughout the country. Comparisons over time (trends in educational attainment). Detailed knowledge of the different categories of people involved in the system. "Teacher effect" in primary and lower secondary education. Functioning of lower secondary schools. Performance indicators (primary education, lower and upper secondary schools, higher education, research – currently being studied). <u>Statistics and forecasts</u> • Pupils, apprentices, students. • Teaching and non-teaching staff. • Overall system and establishments. • Construction and maintenance of infrastructures.	Monitoring of the system in the short/medium term (2 years) and in the long term (10 years).

Departments involved in consideration of forward planning within the Ministry	*Other players*
• *Direction de la Programmation et du Développement – DPD* (Directorate of Programming and Development)	• *Centre d'Études et de Recherches sur les Qualifications – CEREQ* (Centre for Studies and Research into Qualifications). • *Institut de Recherche sur l'Économie de l'Éducation – IREDU* (Institute of Research into the Economics of Education). • *Institut National de Statistiques et des Études économiques – INSEE* (National Institute of Statistics and Economic Studies). • *Conseil National des Programmes* (National Curriculum Council). Examples of recent Commissions and *ad hoc* Committees: • Commission *"Pour l'école"* (chaired by R. Fauroux – 1996) (set up to consider schools). • Commission *"Pour un modèle européen d'enseignement supérieur"* (report by J. Attali), 1998 (Towards a European Model of Higher Education). • Commission on Lycée reform (report by P. Meirieu), (*Lycées* for the 21st Century). • Round table *"Pour la formation continue au 21ème siècle. Le rôle possible de l'Education nationale dans la formation tout au long de la vie"* (J.-P. de Gaudemar), 1998, (Continuing education in the 21st century: the possible role of state education in lifelong learning). • Round table *"Enseignement professionnel"* (chaired by W. Marois), 1998, (Vocational education).

	General characteristics of forward planning and the areas of responsibility often associated with it	*Specific topics dealt with in forward planning and the areas of responsibility often associated with it*	*Horizons*
IRELAND	Long-term strategic planning by means of: • consultative fora leading to the production of Green/White Papers (*"Charting our Education Future"*, *"Early Childhood Education"*, *"Adult Education in a Lifelong Learning Context"*), in close collaboration with the different partners of the world of education, • government procedures for public expenditure (multi-annual budget forecast), • the strategic planning of the *Department of Education and Science*, • research and evaluation programmes, which contribute, *inter alia*, to legislation for the future direction of education provision e.g. Education Act 1998 and the upcoming *National Development Plan* 2000-2006.	The information society. Education and lifelong learning including, *inter alia*: • early childhood education (White Paper in preparation) • adult education (Green Paper published, consultation under way) • educational disadvantage • special needs • the curriculum at primary level • system of selection for entry to third-level courses • introduction of modern continental languages into primary schools • educational psychological services Needs for skills based on the development of the economy and the labour market. Statistical projections: annual projections of the numbers of pupils/students (until 2015/16); statistics on pupils leaving the school system, on foreseeable attendance rates in higher education, etc. Analysis of social and economic impact of policy proposals. Evaluation of statistical trends for planning purposes (including infrastructure and teacher supply and demand). Development of performance indicators and forecasting models.	In general, 5 years; certain statistical projections over 15 years.

Departments involved in consideration of forward planning within the Ministry	*Other players*
• *Department's Top Management Group.* • *Strategic Policy Unit* (in consultation with the other departments/sections).	• *Policy Research Centre* (within the Economic and Social Research Centre). • *Shannon Curriculum Development Centre.* • *Education Research Centre.* • *Linguistics Institute of Ireland.* • *National Council for Curriculum and Assessment.* • *European Social Fund Evaluation Unit.* • The *National Economic and Social Council.* • The *National Economic and Social Forum.* • The *Expert Group on Future Skills* (on future needs). • Technical working groups (in preparation for the opinions of the *Steering Groups*). • Working groups, with representation of the interest groups concerned. • Consultants, universities, research centres.

	General characteristics of forward planning and the areas of responsibility often associated with it	*Specific topics dealt with in forward planning and the areas of responsibility often associated with it*	*Horizons*
ITALY	*NB*: Reorganisation of the entire system and provision of education, particularly in liaison with regional vocational training, on the basis of two specific points: • the autonomy of schools • the reorganisation of the stages of teaching. For higher education, new programming of university development (reform of objectives, criteria and procedures) aimed at streamlining the system, readjusting its (north/south) geographical balance and internationalising it (qualitative aims). *Osservatorio per la valutazione del sistema universitario* (set up in 1996) Forward planning associated with quality and evaluation.	The essential content of tomorrow's basic education (in terms of consequences for curricular content, but also from an epistemological point of view). Definition of the kinds of knowledge indispensable for school education. Right of all (including the least well off) to university education Access to university education and (pre-enrolment) guidance. Reducing overcrowding at individual universities Reform of the constituent representation of the various sectors of the academic world Reorganisation of the national research system (rationalisation) Reform of university research (research in the national interest) University autonomy with regard to teaching activity Provision of post-university training	2001 (school level) Higher education Three-year programmes (1998-2000, 2001-2004, etc.); demographic projections up to 2013 and forecasts of the student population up to 2008 (soon available)

Departments involved in consideration of forward planning within the Ministry	***Other players***
Ministry for Public-sector School Education: • *Ufficio legislativo* (Legal Office). • Contributions from the different departments of the Ministry. Ministry for the Universities, and Scientific and Technological Research (in higher education): • *Dipartmento Affari Economici.*	• *Commission of "Elder Statesmen"* (on the essential content of basic education), followed by the setting up of a group of experts to define the forms of knowledge to be transmitted via compulsory education over the coming 10 years. • *Centro Europeo dell'Educazione – CEDE* (European Education Centre). • *Consiglio Nazionale della Pubblica instruzione – CNPI* (National Council of Public Education: representatives of the school system, higher education, and the sectors of the economy and work). • *Commission of Experts on Co-ordination between University Education and other Levels of Education.* • *Accademia Nazionale dei Lincei* (National Academy of the *Lincei*). • *Istituto per lo Sviluppo della formazione professionale – ISFOL.* • *Istituto Nazionale di Statistica – ISTAT.* • *Consiglio Universitario Nazionale – CUN.* • *Conferenza dei Rettori delle Università Italiane – CRUI.* • *Consiglio Nazionale degli Studenti – CNSU.* • *Comitato Regionale di Coordinamento Universitario* (regional level). • *Nucleo di valutazione* (local level; by institution). • *Ad hoc* working groups, experts, *ad hoc* co-operation with inter-ministerial commissions or committees, etc. • *Consiglio Nazionale dell'Economia e del Lavoro – CNEL.* • *Centro Studi Investimenti Sociali – CENSIS.* • *Istituto Studi sulla Ricerca e Documentazione Scientifica – CNR.*

	General characteristics of forward planning and the areas of responsibility often associated with it	*Specific topics dealt with in forward planning and the areas of responsibility often associated with it*	*Horizons*
LUXEMBOURG	Forward planning associated with evaluation and monitoring.	Studies and *ad hoc* qualitative analyses: Consequences of social and economic change Developments in the world of work Adaptation of schools to the world of work Impact on curricula of learning and training needs. Statistical projections Programming school infrastructures The demand for teaching staff (secondary education).	Demand for teaching staff: 5 and 10 years. School infrastructures: 2010 – 2020.

	General characteristics of forward planning and the areas of responsibility often associated with it	*Specific topics dealt with in forward planning and the areas of responsibility often associated with it*	*Horizons*
THE NETHERLANDS	Two public debates organised by the previous Cabinet: *"Kennisdebat"* ("Debate on Knowledge" – 1996/97) and *"Toekomsten voor het funderend onderwijs"* ("Future trends in education"). The *Higher Education and Research Plan* published every 4 years. The *Social and Cultural Report* published every 2 years.	Future role of knowledge (desirable and prerequisite scenarios). Scenarios for primary and secondary education. The needs of society regarding knowledge and talents. Innovation in the new information and communications technologies (including their social consequences). Life-long learning – learning to learn (links with new information and communications technologies). Education/labour market. Transition from school to the labour market/employment. Statistical projections: numbers of pupils/students, higher education and programme for research, budget for science, needs of the labour market.	2005 and 2010. 10 and 15 years, for research and technology.

Departments involved in consideration of forward planning within the Ministry	*Other players*
• *Service de Coordination de la Recherche et de l'Innovation Pédagogiques et Technologiques – SCRIPT* (Department for Co-ordination of Teaching and Technological Research and Innovation).	• *Commission permanente d'experts en matière de planification des besoins en personnel enseignant* (Standing Commission of Experts on the Planning of Teaching Staff Requirements: inter-ministerial institution). • *Groupe de gestion de la planification de l'infrastructure et des équipements scolaires* (Management Group for Planning School Infrastructure and Equipment: inter-ministerial institution). • *Conseil supérieur de l'éducation nationale* (Higher Council of National Education). • *Conseil national de l'enseignement supérieur* (National Council of Higher Education). • *Conseil économique et social* (Economic and Social Council) • *Chambres professionnelles* (Chambers of Trade). • *Comité tripartite* (Tripartite Committee: representatives of both sides of business and industry, and the government). • Consultative bodies, *ad hoc* commissions.

Departments involved in consideration of forward planning within the Ministry	*Other players*
As regards educational policy: • *Directie Bestuursondersteuning en Advies* (Policy Advice Group). • *Directie Hoger Beroepsonderwijs* (Higher Professional Education Directorate), in co-operation with the *Directie Wetenschappelijk Onderwijs* (University Education Directorate). As regards analyses and statistical forecasts linked to management of the education budget: • *Economische Zaken, afdeling Instrumentontwikkeling en Ramingen*, department of *Directie Financieel* (Finance Directorate, Forecasting Unit). As regards scientific and research policy: • *Directie Onderzoek en Wetenschapsbeleid* (Research and Science Policy Directorate).	• *Sociaal en Cultureel Plan Bureau – SCP* (Social and Cultural Planning Office). • *Researchcentrum voor Onderwijs en Arbeitsmarkt – ROA* (Research Centre for Education and the Labour Market – Maastricht University).

	General characteristics of forward planning and the areas of responsibility often associated with it	*Specific topics dealt with in forward planning and the areas of responsibility often associated with it*	*Horizons*
AUSTRIA	*SCHEP 2000 (Schulerhaltungs- und Schulentwicklungsprogramm der Bundesregierung* – Federal Government Programme for School Development). Forward planning associated with planning, evaluation, and participation in surveys and international comparative studies. Research projects.	Thematic analyses and evaluations of specific questions in general or vocational education. Analysis of needs for qualifications related to the economy and the labour market, and ensuring that curricula are adapted to them. Strategic aspects of the National Plan for Employment. Expansion of higher education and the development of the labour market. Situation and employment level of graduates. Study provision and localisation – reorganisation of the entire range of studies. Plan for the development and financing of the *Fachhochschulen* sector. Autonomy, decentralisation, liberalisation in higher education. New information and communications technologies in higher education (including related social consequences), development of open and distance education, and provision for non-traditional students. Statistical projections: school education: number of pupils entering and leaving and teacher supply; higher education: number of students entering, length of studies and number of students leaving, teacher supply, etc.	10 years (and 15 years for certain data concerning higher education).

Departments involved in consideration of forward planning within the Ministry

Within the *Bundesministerium für Unterricht und kulturelle Angelegenheiten* (Federal Ministry of Education and Cultural Affairs):

- One branch is in charge of basic questions concerning the study and planning of general education. Two other departments provide the same expertise for vocational training.
- *Research Council* composed of representatives of the different sections in charge of school education and other internal experts.

Within the *Bundesministerium für Wissenschaft und Verkehr* (Federal Ministry of Science and Transport) – Directorate for higher education): the *"Planning"*, *"Statistics-Information-Reports and Equal Opportunities"*, *"Fachhochschulen"* (schools for professional education), "Study law" and "Innovative study courses" branches.

Other players

- Federal Ministry of Labour, Health and Social Affairs.
- Public Employment Service Austria.
- Social partners.
- Research institutions:
  - *Institut für höhere Studien – IHS* (Institute for Higher Studies).
  - *Institut für Berufs- und Erwachsenenbildungsforschung – IBE* (Institute for Research on Vocational Training and Adult Education).
  - *Institut für Bildungsforschung der Wirtschaft – IBW* (Institute for Research on Industrial Vocational Training).
  - *Österreichisches Institut für Berufsbildung-Forschung – ÖIBF* (Austrian Institute for Research on Vocational Training).
  - *Österreichische Akademie der Wissenschaften - Institut für Demographie* (*Austrian Academy of Sciences – Institute for Demography*).
  - *Austrian Institute for Economic Research.*
- Universities.
- ÖSTAT (Statistics Office).

	General characteristics of forward planning and the areas of responsibility often associated with it	*Specific topics dealt with in forward planning and the areas of responsibility often associated with it*	*Horizons*
PORTUGAL	National Project: *"O Futuro da Educação em Portugal – Tendências e Oportunidades"* (possible future scenarios in the educational system up to 2020; indication of strategies and development plans). Document *"Uma visão Estratégica para vencer o século XX"*. System of observatories (on the labour market entry and career of graduates, secondary education and elementary education). Forward planning associated with the consideration and evaluation of policies, strategic planning, the management of change, and participation in surveys and international comparative studies (OECD, Eurydice). Research projects.	As part of the document *"O Futuro da Educação em Portugal – Tendências e Oportunidades"*: • Innovation, technology and globalisation: role of knowledge and the place of work in the future economy. • Values and citizenship: social cohesion, identity and intercultural dialogue. • Sustainable development. • Society and the State: new dynamics, new responsibilities in the field of education. • Modes of differentiation and knowledge in the future. • Conditions for change and flexibility of the resources of the Portuguese education system. Human resources. Education and employment. Higher education (in particular, aspects linked to financing). As part of the *"Nónio-Seculo XXI"* programme: new information and communication technologies in basic, secondary and higher education. Statistical projections: numbers of pupils/students per level, numbers of teachers per category/age group and subjects taught, infrastructures; LINSSE simulation model.	Annual: within the framework of the plan for the national state budget. Medium-term (2000-2006): as part of the economic and social development plan (Community Support Framework). Long-term: 2020 (reference documents).

Departments involved in consideration of forward planning within the Ministry	*Other players*
• *Departamento de Avaliação, Prospectiva e Planeamento – DAPP* (Department of Evaluation, Forward and General Planning).	• Department of Studies and Forward and General Planning of the Ministry of Labour and Solidarity. • Observatory of Science and Technology of the Ministry of Science and Technology. • Different departments of the administration, in co-operation with university research centres, research and other consultancies. • Think tanks. • "Science and Education Department" of the Calouste Gulbenkian Foundation.

	General characteristics of forward planning and the areas of responsibility often associated with it	*Specific topics dealt with in forward planning and the areas of responsibility often associated with it*	*Horizons*
FINLAND	Decentralised system: anticipation based broadly on local needs. *"Government programme"*, adopted at the onset of the Government's term, in which major educational activities and policies are included (at present: 1995-1999; next plan: 1999-2003). *"Government Plan for the Development of Education and University Research"* prepared every 4 years (at present: 1995-2000; next plan: 1999-2004): gives a general framework for development priorities, structures for education and research, financing of education and training. *"Economic and Budgetary Action Plan"* prepared each year by the Ministry for a four-year period (at present 2000-2003): establishes the budget and the major objectives concerning education, training, culture, youth and sport. *NB:* These last two plans are prescribed by law. Additional government programmes and plans with specific objectives (lifelong learning, *"Education, Training and Research in the Information Society"*, *"Finnish Know-how in Mathematics and Natural Sciences in 2002"*). Project-based system for anticipation (in the framework of the Objective 4 programme of the European Social Fund). Research contracts (for example, on qualification needs for the information society).	Examples of subjects appearing in the current Development Plan (1995-2000): Requirements regarding qualifications geared to the labour market. Universal right to learn. Lifelong learning. Improving the performance of the education system: Diversification of language learning programmes. Mastering the new information technologies. Sustainable development. Improvement of skills in mathematics and science. Quality through evaluation. + objectives for each level of education. Planning of the curriculum. Quantitative demand and qualitative requirements for teachers. Statistical projections: demography, anticipation of the movements and flows of qualifications in the different sectors of the labour market, training needs in relation to the labour market, etc., + statistics at the local level.	2003 and 2004. From 3 to 7 years (depending on the educational level) to determine the number of places required for pupils/students in education. 2017 – 2030 (long-term employment forecasts – PTM Model).

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Departments involved in consideration of forward planning within the Ministry	*Other players*
• *Finance Department* (preparation of the economic and budgetary action plan). • Contribution from each department (*General Education, Education and Vocational Training, Polytechnic, Adult Education and Training, Science*) of the *Department for Education and Science Policy*, and from the *Department for Cultural Policy* of the Ministry of Education.	• *National Board of Education*. • Provincial state offices. • Training committees (tripartite advisory bodies comprising the social partners and representatives from the education sector, under the supervision of the Ministry of Education); 6 general committees and nearly 30 sectoral committees. • *Special Parliamentary Committee for the Future and its appointed Committee for the Future*. • *Finland Future Research Center (FFRC)*, an initiative founded by three universities in Turku. • *Finland Futures Academy – FFA*, a national network of universities facilitating the development of educational and research programmes in futures studies. • *Science and Technology Policy Council of Finland*. • *Academy of Finland* (Information Research Programmes). • *Statistics Finland*.

	General characteristics of forward planning and the areas of responsibility often associated with it	*Specific topics dealt with in forward planning and the areas of responsibility often associated with it*	*Horizons*
SWEDEN	Decentralised system: reservations regarding long-term centralised planning and the setting up of a system of monitoring based on the results obtained with respect to original objectives; consequently, preparation for the future of education at central level consists of establishing a general framework within which future local development will be decided. Extensive consultation and participation by all interest groups in deliberation and public debate. *"National Development Plan"*: this document is presented by the government to parliament every two years. It sets out the priorities for pre-school, school and adult education. *"Educational assignments"* given to universities and other higher education institutions by the government, setting the general framework and the objectives for the coming three years (for certain graduates 3-9 years). Long-term projections and quantitative analyses. Qualitative forecast analyses: general analyses for each level of education and others for specific subjects. Forward planning associated with follow-up, evaluation, quality programmes, and budgetary and statistical forecasts.	Lifelong learning (required bases, key questions, strategies for a concrete policy in this area). Future needs (both qualitative and quantitative) regarding various kinds of skills, depending on the development of the labour market. Guaranteed access for all to education and training. Demand for teachers by category of teacher (demand, supply, need to recruit, need for new teachers). Teacher training (objectives and regulatory principles, course content, in-service training). Adult education (linked to employability, and with a view to a reform of adult education – both in terms of content and working methods). Strengthening of democratic values (pre-school, compulsory education, upper secondary education, adult education). Preventative action against socially biased selection in higher education. Qualification needs in the different fields of education and research. <u>Projections and quantitative analyses</u> Demand for teachers, flows to/from the country by level/types of qualifications, international comparisons, qualification needs, etc. Projections appropriate to each level of teaching. International comparisons.	Budgetary forecasts. 1 to 3 years. Targets concerning graduates: from 3 to 9 years. Demand for teaching staff: 2017. Supply of and demand for persons by educational category: by five-year cycle, up to 2010.

Departments involved in consideration of forward planning within the Ministry	*Other players*
• *Departementskansliet* (Department for co-ordination and administration of the budget) general statistics and long-term quantitative analyses. • Contributions from each department of the Ministry (*School, Higher Education, Adult Education, Research and Student Assistance and Admissions*) for its respective field.	• *Skolverket* (National Agency for Education). • *Högskolverket* (National Agency for Higher Education). • *Centrala studiestödsnämnden – CSN* (National Board of Student Aid). • *Prognosinstitutet vid Statistiska centralbyrån* (The Forecasting Institute – Statistics Sweden). • Commissions of inquiry, appointed by the government, composed of Members of Parliament (government and opposition), trade unions, employers, scientific experts, interest groups, the administration (e.g. *the commission of inquiry to review teacher training*). • Pilot projects initiated by the government (e.g. *Pilot Scheme for Advanced Vocational Training, Adult Education Initiative*). • Projects initiated by the government (e.g. *Fundamental Democratic Values*). • Inter-ministerial deliberations. • *Institutet för Framtidsstudier* (Institute for Futures Studies). • *Landsorganisationen i Sverige – LO* (Swedish Trade Union Confederation). • *Tjänstemännens Centralorganisation – TCO* (Confederation of Professional Employees) • *Svenska Arbetsgivarföreningen – SAF* (Swedish Employers' Confederation). • *Industriförbundet* (Federation of Swedish Industries). • *Svenska Kommunförbundet* (Swedish Association of Local Authorities). • *Landstingsförbundet* (Federation of Swedish County Councils). • Institutes and consultants.

	General characteristics of forward planning and the areas of responsibility often associated with it	*Specific topics dealt with in forward planning and the areas of responsibility often associated with it*	*Horizons*
UNITED KINGDOM ENGLAND/WALES/NORTHERN IRELAND	Forecasting by means of: • government public expenditure control system (expenditure and resources plan over 3 years, directly controlled by the *Department for Education and Employment – DfEE*), • production of a strategic outline referring to the objectives of the *DfEE* up to 2002 and the means for achieving them (*"Learning and Working Together for the Future"*, covering education, training and employment), • an annual work plan to organise activity and measure the progress achieved with reference to the desired objectives, • a research programme based on the objectives.	General priority themes: • raising standards (from pre-school to university), • lifelong learning, • moving from social security to employment, • universal access to education and training. According to the level of education or specific area of skills: • excellence in schools • future of the teaching profession (payment, training, etc.) • widening participation in post-compulsory non-university education • place of higher education in the knowledge society • future qualifications requirements • training of young people • children with special needs Statistical projections concerning expenditure, numbers of persons, demand for qualifications, demand for teachers, etc. Forecasts also made within each Directorate of the DfEE: *Further and Higher Education and Youth Training, Schools, Employment, Lifelong Learning, International.*	2002 (linked to the end of the present Parliament), and beyond (until 2020) in certain fields.
	Northern Ireland • strategic plan over 6 years • management and development of the school infrastructure: setting up, closure, merging of schools, etc.	Northern Ireland Projection and quantitative analyses concerning pupil numbers, infrastructures, demand for teachers, demography.	Northern Ireland 2006 2002-2005 (for school infrastructure).

Departments involved in consideration of forward planning within the Ministry	*Other players*
• Ministerial team and Board of the *Department for Education and Employment – DfEE* (*Strategy Days*, in particular, organised at least twice a year by the *Strategy Division* of the *DfEE*). • *Analytical Services Directorate* (statistics). • *Public Expenditure Co-ordinating Group* (*finance*).	• Chatham House Forum (Royal Institute of International Affairs). • DEMOS (independent think tank). • Institute of Public Policy Research – IPPR. • Foresight panels (initiative of the Office of Science and Technology).

Northern Ireland

- *Strategic Planning Branch*.
- *Schools Policy and Planning Division* (management of school infrastructure).

	General characteristics of forward planning and the areas of responsibility often associated with it	*Specific topics dealt with in forward planning and the areas of responsibility often associated with it*	*Horizons*
UNITED KINGDOM SCOTLAND	*NB:* Decision-making procedures and forms of planning will be defined more closely when the Scottish Parliament (which will be responsible, amongst other things, for education) starts functioning fully on 1 July 1999. Development plan for each school (three years) and for each of the further education colleges. *Community Learning Plans* prepared by the local authorities.	Lifelong learning (education and training after the age of 16, systems of transferable credits for individual learning, etc.). Excellence of school teaching (new technologies, education/employment interface, role of parents, teacher training, etc.). Widening access to further and higher education. Pupil numbers, demand for teaching staff, qualifications requirements. Learning opportunities for all. Statistical projections: pupil numbers, teacher supply, performance indicators (evaluation in 2001), qualifications requirements. Other subjects according to needs.	In general: 1 year, and 3 to 5 years. Financial projections: over 3 years (parliamentary cycle).

Departments involved in consideration of forward planning within the Ministry	*Other players*
• Contributions from each division, and coordination at the highest level of the *Scottish Office Education and Industry Department – SOEID.* • *Education Statistics Division.*	• *Scottish Consultative Council on the Curriculum – SCCC.* • *Scottish Council for Educational Technology – SCET.* • *Scottish Qualifications Authority – SQA.* • *Scottish Higher Education Funding Council – SHEFC.* • *Scottish Further Education Funding Council – SFEFC.* • *Community Learning Scotland - CLS.*

ANNEX 2:

Studies and analyses published in the Member States

The following studies and analyses have been gathered from the National Units of the Eurydice network. As only the names of key publications were asked for, the following list is far from exhaustive.

To the extent that forward planning is frequently combined with other approaches, the documents listed include in certain cases publications which are not limited to forward planning.

The titles of the publications are mentioned as far as possible in their original languages, with an indicative translation in brackets. The deadline for the completion of the survey has not permitted total harmonisation in this area[1].

1 The same reservation applies to the presentation of the bibliographical references.

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EUROPEAN UNION

• *Official Commission Publications*

Teaching and Learning: towards the Learning Society – White Paper on Education and Training
European Commission, 1995

Towards a Europe of Knowledge
Communication of the European Commission, 1997

• *Examples of publications and reports from DG XXII*

Accomplishing Europe through Education and Training
Report of the study group on education and training, 1997

Convergences and Divergences in European Education and Training Systems
A research project prepared by the Institute of Education, University of London, 1997 (for publication in 1999, as a DG XXII working document)

A legally-based Model of a European Entity for the Promotion of Educational Audio-visual Support and Multimedia
Feasibility study, 1998

Training for a Changing Society. Current Vocational Education and Training Research in Europe
CEDEFOP, Thessaloniki, 1998

Report on Access to Continuing Training in the Union
Office for Official Publications of the European Communities, Luxembourg, 1997

The Budgetary Implications of Education and Training in the Member States of the European Union: European Year of Lifelong Learning – 1996

The Economic Dimension of Education and Training in the Member States of the European Union: European Year of Lifelong Learning – 1996

The Goals, Architecture and Means of Lifelong Learning: European Year of Lifelong Learning – 1996

• *Examples of publications and reports from DG XII*

Capacity for Change and Adaptation of Schools in the Case of effective School Improvement – 1997

Improving Science Education: Issues and Research on Innovative Empirical and Computer-based Approaches to Labwork in Europe – Project Report 1996-1998

Looking at Innovations in Education and Training – Framework, Results and Policy Implications of the DELILAH Project – Project Report 1996-1998

European network for Educationa! Research on Assessment, Effectiveness and Innovation – Project Report 1996-1998

Early Literacy Teaching and Learning: Innovative Practice in Four Different National Contexts, a Thematic Network – Project Report 1996-1998

Research Perspectives on Open Distance Learning
Collection of research papers from the four projects supported by the EU Joint Action on Open Distance Learning, 1998

BELGIUM

• *French Community*

Systematic forward-planning studies (projections and costs) are carried out by the *Inspectorate of Finances* and the *Directorate-General for the Budget.*

The *Statistics Department* of the Ministry of the French Community produces studies on the future of adult education, teacher training, etc.

• *Flemish Community*

Doelstellingenrapport 1997
(Report on objectives – 1997)

Visietekst VLOR
(A Vision for the Future)
Vlaamse Onderwijsraad

Strategisch Plan Vlaanderen: Lerend Vlaanderen
(Strategic Plan for Flanders: Learning Flanders)

• *German-speaking Community*

Nölker Studie Karsel
This study examines initial and continuing technical and vocational training in the German-speaking Community.

DENMARK

Budgetredegørelse 1996
(1996 budget statement)
Ministry of Finance
Long-term projections (2020) in all important areas of society, including education (different scenarios for pupil populations and overall costs).

Uddannelse – omkostninger og resultater
(Education – Costs and Results)
Ministry of Finance, 1997

Kvalitet i uddannelsessystemet
(Quality in the Education System)
Ministry of Finance, 1998

Report in preparation on the whole of the adult education and continuing training system (scheduled for publication in autumn 1999).

GERMANY

• *At the federal level*

DELPHI – BEFRAGUNG 1996/1998 – Potentiale und Dimensionen der Wissensgesellschaft – Auswirkungen auf Bildungsprozesse und Bildungsstrukturen.
(1996/1998 DELPHI SURVEY – Potential and Dimensions of the Knowledge Society – Impact on Educational Processes and Structures)
Johannes Stock u.a., Prognos AG, 1998

• *At Länder level*

The ministries of the different *Länder* produce numerous documents on planning covering the whole of the education sector, as well as on specific subjects. Experts' reports and memoranda are also published.
The key values which serve as a basis for quantitative planning of the future development of higher education institutions (HEIs) and research institutions outside the HEIs are

laid down in Global Plans for Higher Education Institutions or in Higher Education Institution Development Plans. These plans are set up by the science ministries of the *Länder* in co-operation with the HEIs.
The list of the latest publications in this area, covering all the *Länder*, is unfortunately too long to be included in the present study. The following are cited as examples:

BADEN-WÜRTTEMBERG:
Schule der Zukunft. Bildungsperspektiven für das 21. Jahrhundert
(The School of the Future. Educational Prospects for the 21st century)
Schavan, Annette, Freiburg, 1998

BAYERN:
Wissen und Werte für die Welt von morgen
(Knowledge and Values for Tomorrow's World)
Dokumentation zum Bildungskongress des Bayerischen Staatsministeriums für Unterricht, Kultus, Wissenschaft und Kunst am 29./30.04.1998, München 1998

HESSEN:
Schule 2000. Bildungspolitische Thesen für die Schule von morgen
(School 2000. Theses on Educational Policy for Tomorrow's Schools)
Holzapfel, Hartmut, Frankfurt, 1997

Schulprogramme und Evaluation in Hessen
(School Projects and Evaluation in the Land of Hesse)
Hrsg. vom Hessischen Kultusministerium und Hessischen Landesinstitut für Pädagogik, Heft 1-3, 1996-1998

NORDRHEIN-WESTFALEN:
Zukunft der Bildung – Schule der Zukunft
(The Future of Education – The School of the Future)
Denkschrift der Bildungskommission beim Ministerpräesidenten von Nordrhein-Westfalen - Neuwied/Berlin 1995

Evaluation in der Schulpraxis. Beiträge zur Qualitätsentwicklung und Qualitätssicherung von Schule
(Evaluation in School Practice. Contributions to the Development of Quality and Quality Assurance in Schools)
Dokumentation einer landesweiten Fachtagung im Rahmen des Dialogs über die Denkschrift der Bildungskommission NRW.
Schule in NRW. Schriftenreihe des Ministeriums für Schule und Weiterbildung Nr. 9023. Frechen, 1998

RHEINLAND-PFALZ:
Konzept zur Sicherung der Unterrichtsversorgung bis zum Jahr 2010
(Concept guaranteeing Teaching Provision up to the year 2010), 1997

SACHSEN-ANHALT:

Schule mit Zukunft. Bildungspolitische Empfehlungen und Expertisen der Enquête-Kommission des Landtages von Sachsen-Anhalt

(Schools for the Future. Recommendations for Educational Policy and Surveys by the Committee of Enquiry of the Parliament of Sachsen-Anhalt), Opladen, 1998

THÜRINGEN:

Perspektiven zukünftiger Hochschulentwicklung

(Prospects for the Future Development of Higher Education)
Vogel, Bernhard, Bonn, 1997

GREECE

Education for the year 2000: Towards an Education of Open Horizons
Ministry of National Education and Religious Affairs, 1998

National Study Planning Framework
Ministry of National Education and Religious Affairs, and the Pedagogical Institute, 1998

Human resources – Replies to the questionnaire on the reform of the Community Support Framework under the Santer Presidency
Ministry of National Education and Religious Affairs, 1998

Summary Plan of Regional Development 2000 – 2008
Ministry of Finance and inter-ministerial team, 1998

Greek Education – Prospects for Reconstruction and Modernisation
Kazamias A. and Kassotakis M., 1995

SPAIN

No general systematic long-term studies, but a multitude of studies exist on specific aspects.
Morover, each Autonomous Community exercising full power in education annually publishes a report on the state of education within it.

Informe sobre el estado y situación del sistema educativo. Curso 1997-98

(Information on the State and Situation of the Educational System. Year 1997/98)
Consejo escolar del Estado (published annually)

Elementos para un diagnóstico del sistema educativo español (La escuela secundaria obligatoria).
(Elements for a Diagnosis of the Spanish Educational System)
Instituto Nacional de Calidad y Evaluación – INCE, 1998

Dictamen sobre la enseñanza de las humanidades
(Report on Education in the Humanities)
Conferencia de educación, 1998

Datos y Cifras. Curso escolar 1998-99
(Data and figures: 1998/99 School year)

FRANCE

Examples of publications from the *Direction de la programmation et du développement* – DPD:

L'état de l'école
(The State of Schools: an annual booklet covering the education system considered as a whole)

Géographie de l'école
(Geography of the School: an annual account of the spatial diversity of the education system)

Repères et références statistiques
(Contacts and statistical references: published annually)

Notes d'information
(Information notes: published regularly on all subjects concerning the educational system)

Éducation et Formations
(Education and Training: a quarterly review containing studies and more in-depth articles)

Les dossiers d'Éducation et Formations
(Education and Training case studies: more detailed regularly published research)

Regards sur le système éducatif français – 1998
(Perspectives on the French educational system: a 1998 video disc)

Ad hoc Committee and Working Group Reports:

Pour l'école – *Rapport de la Commission Fauroux* – 1996

(For schools – Report of the *Fauroux Commission* – 1996)

This Commission, a 'think tank' on schools chaired by Roger Fauroux, was set up at the request of the Prime Minister and the Minister of Education, Higher Education and Research. Devoting special attention to weak links in the education system, the Commission sets out in this report a series of proposals under the following three main headings: fundamental learning for all, entry into professional life for everyone and better management for better teaching.

Pour un modèle d'enseignement supérieur – *Rapport de la Commission Attali* – 1998

(A model for higher education – Report of the *Attali Commission* – 1998)

The report recommends rethinking the objectives and organisation of higher education, without calling into question the unique French system of the *grandes écoles*. It comes out against a structural link between these and the universities. With regard to the general organisation of courses of higher study, a breakdown into cycles (3-5-8) is proposed with a view to harmonisation at European level, and to facilitating the recognition of diplomas between students of universities and the *grandes écoles*.

Pour la formation continue au 21ème siècle. Le rôle possible de l'éducation nationale dans la formation tout au long de la vie (For Continuing Training in the 21st century. The potential Role of the National Education System in Lifelong Training) – Jean-Paul de Gaudemar – 1998 – Report of the eponymous round table.

The report's conclusions suggest that the possible new role of the national education system in lifelong training could be based on the following principles:

- diversification of the ways of validating lifelong training,
- updating the way lifelong training for qualifications is provided,
- a new vision of the area covered by training,
- the reaffirmation of continuing training as a mission of teaching institutions and their staffs,
- promoting training for local development and urban and rural planning,
- an emphasis on continuing training as a particularly important tool for opening up the educational system to Europe and the world.

Report of the round table on vocational teaching – William Marois – 1998

The outcome of three months of work, this report proposes a five-point work programme for vocational and technical teaching: the image of the career path, partnership, training and diplomas, linked-work-and-training and staffing.

IRELAND

White Paper "Charting our Education Future", 1995
This paper describes a comprehensive agenda for change for the future development of education in Ireland. It outlines policy directions and targets for future development including significant organisational developments.
A recasting of priorities since then has resulted in a more targeted approach.

Report of Planning Group – A National Educational Psychological Service
Department of Education and Science, 1998
This report recommends the establishment of a National Educational Psychological Service Agency and an expansion in the level of service available to schools.

Report of the Technical Working Group – Funding of Second Level Schools
Department of Education and Science, 1998
The aim of this report is to set up a common funding mechanism for all second-level schools.

Schools IT 2000 – A Policy Framework for the Millennium
Department of Education and Science, 1997
The document sets out a policy framework for achieving the integration of information and communication technologies (ICTs) into first and second-level education and also the broad implementation of the schools IT 2000 Project.

Implementing the Agenda for Change
Department of Education and Science, 1996
This document was published as part of the SME initiative. It shows the changes which have taken place since the publication of the White Paper and it also looked forward to the changes where significant progress was expected in 1997.

First Report of Ireland's Information Society Commission
Information Society Ireland, 1997
This report summarises the range of keynote developments that have taken place in preparing Ireland to take advantage of the opportunities of the Information Society.

First Report of the Interdepartmental Implementation Group on the Information Society, 1998
This report includes measures to develop further Ireland's telecommunications infrastructure in the wake of liberalisation of the telecommunications market.

Green Paper on Adult Education – Adult Education in an Era of Lifelong Learning
Department of Education and Science, 1998
This paper contains proposals to promote awareness and debate on the key role of adult education, sets out a basis for a national policy and proposes a series of priority actions in the field.

FAS/ESRI Manpower Forecasting Studies – Aspects of Occupational Change in the Irish Economy: Recent Trends and Future Prospects
Report No. 7, 1998

Pointing to the Future – Some Second Level Students' Perceptions of the Points System
Research Paper No. 2, 1998
This report presents a systematic gathering of the opinions of young people prior to sitting their Leaving Certificate examination in 1998. The intention is that the views of 3 244 young people presented in this report will inform the discussion and recommendations of the Commission on the Points System.

ESRI Report "National Investment Priorities for the Period 2000-2006"
The study aims to identify the priorities for investment over the period 2000 to 2006 in preparation for the next National Development Plan.

National Competitiveness Council Report, 1998
This report analyses data on a large number of indicators of competitiveness, in order to access the areas in which improvements are needed to enable Irish enterprises to compete successfully in the years to come. It analyses the reasons for the weaknesses identified and indicates the actions needed to address them.

ITALY

I contenuti essenziali per la formazione di base
(Essential contents for basic training)
Commissione dei Saggi, 1998

Rapporto OCSE sulla politica scolastica italiana
(OECD Report on Italian Educational Policy, 1998)

Autonomia didattica e innovazione dei corsi di studio di livello universitario e post-universitario
(Teaching Autonomy and Innovation in Undergraduate and Postgraduate University Courses)
Final Report of the Martinotti working group.

LUXEMBOURG

Europe 2012 – Globalisation et cohésion sociale: les scénarios luxembourgeois
(Europe 2012 – Globalisation and Social Cohesion: scenarios for Luxembourg)
(Author: Fondation Alphonse Weicker, Luxembourg, published by Economica, Paris, September 1997)

Unpublished *ad hoc* studies by various departments of the ministry (on learning and training needs and how they affect curricula, etc.).

NETHERLANDS

Ramingen leerlingen en studenten 1998
(Estimates of Pupils and Students – 1998)
Ministerie van Onderwijs, Cultuur en Wetenschappen, 1998

Hoger Onderwijs en Onderzoek Plan 1998
(Higher Education and Research Plan – 1998)
Ministerie van Onderwijs, Cultuur en Wetenschappen, 1998

Top Quality and Relevance – Summary of Science Budget 1997
Ministerie van Onderwijs, Cultuur en Wetenschappen, 1996

Arbeidsmarkt naar opleiding en beroep tot 2002
(The Labour Market by Training and Profession until 2002)
Researchcentrum voor Onderwijs en Arbeidsmarkt, 1998

Kennis maken met de toekomst – Het kennisdebat 1996-1997: analyse en aanbevelingen
(Getting to Know the Future – The Knowledge Debate 1996/97: Analysis and Recommendations)
Projectbureau Kennis voor Morgen,1997

Kennis ten behoeve van arbeid in 2010 – Toekomstscenario's voor het kennisdebat
(Knowledge for Work in 2010 – Future Scenarios for the Knowledge Debate)
Projectbureau Kennis voor Morgen, 1997

Toekomsten voor het funderend onderwijsbeleid
(The Future of Basic Educational Policy)
In 't Veld R.J., de Bruijn H., Lips M.
SDU Servicecentrum, 1996

Sociaal en cultureel rapport 1998 – 25 jaar sociale verandering
(1998 Social and Cultural Report – 25 Years of Cultural Change)
Sociaal en Cultureel Planbureau, 1998

AUSTRIA

Entwicklungsgrundlagen für das Österreichische Schulwesen
(Bases for the Development of the Austrian School System)

Hochschulplanungsprognose 1996
(Higher Education Planning Forecasts 1996)
Dell'mour R., Landler F., Institut für Demographie der Österreichischen Akademie der Wissenschaften

Analyse des Österreichischen Bildungswesens und der Veränderungen der Qualifikationsstruktur der Österreichischen Bevölkerung sowie die Simulation möglicher Entwicklungspfade – 1996
(Analysis of the Austrian Education System and Changes in the Qualifications Structure of the Austrian Population, Simulations of possible Paths of Development – 1996)
Landler F., Institut für Demographie der Österreichischen Akademie der Wissenschaften

Massenuniversität und Veränderungen im Beschäftigungssystem
("Mass" Universities and Changes in the Employment System)
Biffl G., Österreichisches Institut für Wirtschaftsforschung, 1997
Forecasts of the employment situation for higher education graduates.

PORTUGAL

Uma visão Estrategica para vencer o século XXI
(A Strategic Vision for confronting the XXIst Century)
A document with guidelines forming part of the National Economic and Social Development Plan (2000-2006), presented by the government in November 1998 to the Assembly of the Republic and to the Economic and Social Council.

Desenvolvimento dos Recursos Humanos em Portugal – Cenários até 2005
(Development of Social Resources in Portugal – Scenarios until 2005)
Ministry of Education – Research and Planning Cabinet, 1987

Portugal: Os próximos 20 anos – V° Volume – Educação e Emprego em Portugal – Uma Leitura de Modernização
(Portugal: The Next 20 Years – Volume V – Education and Employment in Portugal – A Reading of Modernisation)
Calouste Gulbenkian Foundation, 1988

Prospectiva do Ensino Superior em Portugal
(Future Planning of Higher Education in Portugal)
Ministry of Education – Programming and Financial Management Department, 1994

O futuro da educação em Portugal – Tendências e oportunidades
(The Future of Education in Portugal – Trends and Opportunities)
Study in hand.

Estudo de prospectiva sobre as tendências de evoluçao da procura e da oferta de mão-de-obra qualificada em Portugal (horizonte 2015)
Study (in hand) by the *Centro de Estudos dos Povos e Culturas de Expressao Portuguesa – CEPCEP* of the Catholic University for the Ministry of Labour and Solidarity.

FINLAND

Finland: A Knowledge-based Society
A State Council document approved in 1996.

Instruments, Tools and Policies to anticipate the Effects of Industrial Change on Employment and Vocational Qualification
A report by K. Kekkonen as part of the Objective 4 Programme of the European Social Fund.

Labour Force 2017
Ministry of Labour.

Examples of topics from recent reports produced by the *Committee for the Future:*

- the future of Finland and Europe
- the Finnish economy, the employment situation, science and technology, the environment and general well-being

SWEDEN

Trender och prognoser '98: med sikte på år 2015: befolkningen, utbildningen, arbetsmarknaden
(Trends and Forecasts 1998. Population, Education and the Labour Market in Sweden)
SCB (Statistics Sweden), 1999.
The publication includes a summary in English.

Långtidsutredningen 1999/NUTEK
Bilaga 3: Svenskt näringsliv på rätt väg?
(Supplement 3 to the Medium Term Survey of the Swedish Economy/
Swedish National Board for Industrial and Technological Development)
Fakta info direkt, 1999

Långtidsutredningen
(Medium Term Survey of the Swedish Economy)
Ministry of Finance, published every four years. (In addition, a number of special studies are carried out which are normally published as supplements to the survey.)

UNITED KINGDOM

• *England, Wales and Northern Ireland*

Learning and Working Together for the Future
Department for Education and Employment, 1998

White Paper: Excellence in Schools
Department for Education and Employment, 1997

Green Paper: Teachers – Meeting the Challenge of Change – 1998
The paper contains proposals which aim to raise standards for all children through the creation of a profession that is well led, where good teachers are better rewarded and where individuals within the profession are better supported and trained.

Learning Works – Widening Participation in Further Education – Further Education Funding Council Committee on Widening Participation, June 1997
Made recommendations around the need to create a national strategy for post-16 learning to widen – not simply increase – participation, and set new and comprehensive National Learning Targets for a self-perpetuating learning society.

Green Paper: Lifelong Learning – The Learning Age – 1998
Consultation paper intended to develop a strategy for lifelong learning.

Meeting the Childcare Challenge – 1998
Department for Education and Employment and the Government's Ministers for Women. The paper set out the Government's aim of making available good quality, affordable childcare for children aged 0-14 in every neighbourhood, including both formal childcare and support for informal arrangements.

Improving our Understanding of the Conditions for Effective Learning among Disaffected Young People
An exploratory study of young people in the 14-16 age-group, who are at risk of educational failure, disaffection and marginalisation. The research assesses levels of trust in this group and seeks to test links between trust in different forms of authority, sources of influence and attitudes to learning and formal education.
Research Project Demos.

Open Horizons – 1998
Brings together findings from the last three years to produce scenarios which encourage organisations and business to consider how, by the year 2020, Britain and the world in which it operates will be strikingly different from today.
Report of the Chatham House Forum.

• *Scotland*

Opportunity Scotland
Published by the Government in 1998 on lifelong learning.
This sets out plans for post-16 education and training, including a ten-point action plan for the period up to 2002. Key initiatives include the establishment of the *Scottish University for Industry*, connecting educational and related institutions to a *National Grid for Learning*, setting up a system of individual learning accounts, and the development of a *Scottish Credit and Qualifications framework*.

White Paper – Targeting Excellence: Modernising Scotland's Schools
Approaches key objectives in school education for the next 3 years.
This paper is very wide-ranging, covering pre-school and school education, information and communication technology, the interface between education and work, the role of parents and the wider community, school ethos and teacher education.

Opportunities for Everyone – 1999
This strategic framework provides the guiding principles and priorities necessary to allow the further education sector to plan for the future in a coherent and co-ordinated manner.

ANNEX 3:

Questionnaire for Background Paper

FORWARD PLANNING IN EDUCATION IN THE EUROPEAN UNION

Questionnaire for the EURYDICE Network with a view to the preparation of a background paper on the issue

(German Presidency of the European Union)

The agenda of the German Presidency for the Education Committee includes a discussion on policies and approaches adopted by Member States in relation to forward planning and the formulation of strategic policies in the field of education. The Presidency's objective is to submit a discussion document on this issue to the Education Council of Ministers (7 June 1999). A major conference on the subject will also be held in Hamburg on 14-15 June.

To facilitate mutual understanding among Member States, the Presidency wishes EURYDICE to prepare a background document which will reflect the diversity of approaches and practices existing in the EU on the subject, and is pleased to turn to our Network to gather such information.

We should therefore be grateful if you would answer the following questionnaire by 1 March, 1999.

Note: In this context, "forward planning in education policy" means those strategies/policies/instruments developed at national level (based on qualitative as well as quantitative analysis) to help policy-makers reflect and decide (formulate policies) on priorities, reforms and future (medium- and long-term) developments in education.

Questionnaire

1. ***Does your Ministry (or Government) pursue specific activities or policies of longer-term forward planning in the field of education and training?***
   Please give a brief general description of the various aspects of this policy (general or priority topics, specific objectives, etc.).

2. ***Is there a specific department/division in the Ministry, or an organisation (inside or outside the Government) which follows up such forward planning[1]?***
   In both cases, please specify its remit, name and address.

3. ***Irrespective of your answers to the foregoing, are there any specific commissions, ad hoc committees (e.g. from parliament or from the social partners), external think tanks, outside consultants, research centres, university departments, etc. specialising at present in forecasting future developments in education and training, whose work is being followed by your Ministry?***
   Please specify the way in which your Ministry seeks to make use of such bodies?

4. ***What are the most frequently used target dates for your present forward planning (2005, 2010, 2020, ...)?***

5. ***Are there any recent systematic studies on longer-term forward planning in your country?***
   Please cite particularly noteworthy examples and, if possible, send copies.

6. ***Please give a brief description of your statistical forecasting in education and training.***
   (What is covered, and what are the time spans and frequency?).

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1 As for example, in France – until 1998 – the "*Direction de l'évaluation et de la prospective du Ministère*" (Ministry directorate for assessment and forecasting); in Germany, the "*Bund-Länder-Kommission für Bildungsplanung und Forschungsförderung – BLK*" (Joint Federal-Land Commission for educational planning and the promotion of research activities); in Portugal, the "*Departamento de Avaliação Prospectiva e Planeamento*" (Education Ministry department for forward planning assessment and planning); and in Spain, the "*Instituto Nacional de Calidad y Evaluación – INCE*" (National Institute for Quality and Evaluation) and the "*Centro de Investigación y Documentación Educativa – CIDE*" (Centre for Educational Research and Documentation), etc.

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EURYDICE, the information network on education in Europe

EURYDICE's mission is to produce reliable, comparable information on the national education systems and policies on education. EURYDICE also has a role as an observatory, bringing out both the diversity of the education systems and their common features.

To serve policy makers and the education world, **EURYDICE** prepares and publishes

- regularly updated descriptive analyses of the organization of the education systems;
- comparative studies on specific topics of Community interest;
- indicators on the various levels of education from nursery to higher education.

EURYDICE also has available a very detailed database, **EURYBASE**, on the education systems in Europe.

By disseminating the results of its work, **EURYDICE** promotes better mutual understanding of the diversity of the systems and of the common issues that run through them.

EURYDICE has been in existence since 1980 and an integral part of the Socrates programme since 1995. The network comprises National Units and a European Unit. National Units, which have been set up by the Education Ministries, are found in 29 countries – the 15 Member States of the European Union, the 3 EFTA/EEA countries, 10 Central and Eastern European Countries and Cyprus. They provide and check the basic information needed for the work of the network. The European Unit, set up by the European Commission, is in Brussels and is responsible for managing the network and coordinating its activities and for preparing the comparative analyses and establishing the databases.

Community action programme on education

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